U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☑ Title 1 ☐ Magnet ☑ Choice

Name of Principal: Ms. Linda Bell

Official School Name: Jim Thorpe Fundamental School

School Mailing Address: 2450 West Alton
Santa Ana, CA 92704-7118

County: Orange State School Code Number: 30666706116917

Telephone: (714) 430-5800 E-mail: linda.bell@sausd.us

Fax: (714) 430-5899 Web URL: www.sausd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Jane Russo Superintendent e-mail: Jane.Russo@sausd.us

District Name: Santa Ana Unified District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jose Hernandez

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 36 Elementary schools
   (per district designation) 9 Middle/Junior high schools
   10 High schools
   0 K-12 schools
   55 Total schools in district
2. District per-pupil expenditure: 3986

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	62	62	124		7	0	0	0
1	73	65	138		8	0	0	0
2	68	101	169		9	0	0	0
3	67	101	168		10	0	0	0
4	81	89	170		11	0	0	0
5	65	71	136		12	0	0	0
					Total in Applying School:			905

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
9 %	Asian
1 %	Black or African American
85 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
3 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	11
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2009	812
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 50%

Total number of limited English proficient students in the school: 449

Number of languages represented, not including English: 8

Specify languages:

Spanish, Vietnamese, Cantonese, Lao, Samoan, Urdu, Czech, Tagalog

9. Percent of students eligible for free/reduced-priced meals: 69%

   Total number of students who qualify: 625

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

    Total number of students served: 65

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5	Autism	1	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	30	Specific Learning Disability
0	Emotional Disturbance	27	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	30	2
Special resource teachers/specialists	3	2
Paraprofessionals	0	2
Support staff	2	7
Total number	37	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 29:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	98%	98%	98%	98%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	0%	10%	0%	5%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

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In September of 1999, Jim Thorpe Fundamental Elementary opened its doors as a school of choice to the surrounding community of Santa Ana, California: A large urban district of over 54,000 students. From the very beginning the staff has been committed to its mission of creating a cohesive culture of life-long learners through:

- Providing a strong academic program
- Promoting high standards
- Fostering true student scholars with a strong belief in their ability to succeed
- Setting goals for success beyond the school yard borders: College Bound Scholars

These mission goals are facilitated through a dynamic educational partnership between parents, students and staff: Team Thorpe. This partnership has been an integral element in the school's success since the district broke ground for its construction. Parents are true partners in their students' educational program. They volunteer hours of service to the school and participate in a number of instructional and operational meetings to support the academic success of their children.

Serving an enrollment of approximately 900 kindergarten through fifth grade students, the population at Thorpe encompasses a wide variety of socio-economic backgrounds, ethnicities and languages which mirror the surrounding community:

- 85.1% Hispanic: Spanish
- 9.0% Asian: Vietnamese, Cantonese, Tagalog, Lao, Samoan and Urdu
- 3.2% White: English
- 1.4% African American: English
- 69.1% Free or Reduced Priced Meals

While the English learner (EL) population of the school has remained at a fairly constant 50% over the past few years, the percentage of EL students reclassifying as fluent English proficient each year has increased from 5.2% in 2008 to 13.6% in 2010. In addition, EL students outperform their English only peers in math. This is a reflection of Thorpe's commitment to providing innovative instruction through research-based best practices, data-driven differentiation and targeted intervention to close the achievement gap for students in all subgroups.

Among the many appealing aspects of Thorpe school, the emphasis on student achievement is what motivates students, keeps staff committed, and is a source of pride with parents. It is our mission to eliminate the achievement gap while furthering the achievement of all students. This is the foundation upon which major decisions are made. When designing professional development, planning teacher collaboration agendas, focusing the data chats, or agreeing to expenditures of limited categorical funding, student achievement is the primary focus. Central to the achievement of students is the Compact which parents, students and staff sign each year specifying the components of Thorpe's expectations: agreement to strive for excellence in academic work, completing all required work, compliance with our rules,

maintaining excellent attendance, promoting an atmosphere for learning, as well as commitment by parents to volunteer hours and attend required meetings. It is through active implementation of this Compact that Thorpe teachers and staff work to bring families and students along to reach our high standards. This commitment to students is evident on classroom walls and in daily instruction. Attitudes and actions of students, parents, and staff reflect an understanding of our Compact and reflect an atmosphere of mutual respect in supporting its tenets. These agreements are the core of our "Triangle of Student Achievement", within which students, parents and staff work together.

Thorpe's commitment to success has been recognized through a variety of awards and achievements it has amassed in its short eleven years of existence.

- 2006: California Distinguished School
- 2010: California Distinguished School
- 2010: Title I Academic Achievement Award
- 2000 – 2010: Exceeded reaching targeted Annual Performance Index (API)
- 2000- 2010: Exceeded Adequate Yearly Progress (AYP)
- 2000- 2010: Met or exceeded the Annual Measureable Achievement Objectives (AMAOs) for English learners
- 2010: Minimized achievement gap of all subgroups of students to within 5% in ELA and 1.5% in Math
- 2000 – 2010: Grew 186 points on California Standards Test (CST)- From 691 – 877

Interestingly enough, 65 of those 186 points gained on the CST were achieved over just the past three years: Proof positive that no one at Thorpe is resting on their laurels when it comes to closing the achievement gap for all students.

Finally, there are other less conventional, but just as tangible and significant evidence of academic success at Thorpe beyond those aforementioned distinguished and more conventional measures. They can be seen in the student work carefully adorning the halls of the school and in each classroom. They can be heard in the voices of teachers, parents and students who are proud to say this is "our school." These are the members of "Team Thorpe" whose scholars are soaring to success!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A significant example of Thorpe's success, and a particular source of pride to parents, students and teachers alike, can be seen in assessment results as reported by California's Accountability Progress Reporting (APR) system. The purpose of the APR is to annually measure the academic success of California's public schools and local educational agencies. It complies with both the state and federal mandates of accountability outlined in the Elementary and Secondary Education Act (ESEA). There are three specific reports which make up the APR: The Academic Performance Index (API), Adequate Yearly Progress (AYP) and Program Improvement (PI). Thorpe's assessment results can be accessed through the California Department of Education's website: www.cde.ca.gov

Academic Performance Index (API): The API is used to measure school-wide improvement from year to year. It is calculated based upon the results of statewide standardized assessments of specific grade level skills given each year to students in grades 2 - 11. The assessments used to calculate a school's API include:

i. California Standards Test (CST)

ii. California Modified Assessment (CMA)

iii. California Alternate Performance Assessment (CAPA)

A school's API is reported in a number which ranges from 200 to 1000. There are five performance levels of student achievement:

- Advanced: Performing above grade level
- Proficient: Performing at grade level
- Basic: Performing within a year of grade level
- Below Basic: Performing up to two years below grade level
- Far Below Basic: Performing two or more years below grade level

A score of proficient or advanced meets the standard.

For a school in California to meet its API target each year, it must achieve or exceed the targeted assessment scores established by the state. These targets must be met school-wide, and in all of its significant student subgroups as well. Over the past five years, Thorpe has met or exceeded these API targets school-wide and has made tremendous gains in the performance of all subgroups to significantly close the achievement gap for all students.

School-wide, from 2006 to 2010, Thorpe has grown an impressive 61 points on its API score: From 816 to 877. Similarly impressive gains in narrowing the achievement gap for students in significant subgroups over the past five years are profound:

- English Learners:

From a 66 point gap in 2006 to 7 points in 2010

- Socio-Economically Disadvantaged:

  From a 17 point gap in 2006 to 6 points in 2010

- Hispanic:

  From a 21 point gap in 2006 to 10 points in 2010

This is compelling and rewarding evidence for the effectiveness of the data-driven, differentiated instruction and interventions which have been employed school-wide to close the achievement gap for all students.

Adequate Yearly Progress (AYP): The AYP of a school is based upon the results of all the aforementioned assessments used to calculate API, but in particular, the AYP focuses on the percentage of students school-wide and in significant subgroups who have moved from scoring at a level which is not proficient (e.g. Basic, Below Basic or Far Below Basic) to Proficient or Advanced. In addition, the AYP also examines the progress of students who have already achieved proficiency and how well they are able to maintain and grow within levels of proficiency.

When examining the results of the AYP, Thorpe has shown outstanding progress over the past five years. This progress is evidenced school-wide and across a variety of student subgroups, grade levels and subject matter. In 2006, 54% of students school-wide were at the proficient or advanced level in English Language Arts (ELA). By 2010, that number grew to 68%. Growth across significant student subgroups school-wide is also very impressive:

Percentage of students scoring at or above proficient on ELA from 2006 to 2010:

- English Learners:

  2006: 44%

  2010: 63%

- Socio-Economically Disadvantaged:

  2006: 48%

  2010: 67%

- Hispanic:

  2006: 48%

  2010: 65%

This growth across all significant subgroups in English Language Arts at Thorpe has closed the achievement gap to within a mere 5 points, and the AYP results for math are even more compelling. The percentage of students scoring at or above proficient in math school-wide increased from 62% at or above proficient in 2006 to 81% in 2010. Further, the achievement gap has been virtually closed across all significant subgroups.

2010: Percentage of students scoring at or above proficient in Math

- English Learners: 82%
- Socio-Economically Disadvantaged: 81%
- Hispanic: 79%

This consistent growth is also evident across all grade levels and subgroups within each grade level. The significant growth, shown in their API and AYP results, speaks volumes to the effectiveness of the collaborative and diligent efforts of the staff, students and parents at Thorpe.

2. Using Assessment Results:

The constant drive to improve student achievement begins with an analysis of the data from the results of a number of assessments. Teachers and administrators meet regularly to conduct data chats and discuss the progress of individual students, isolate grade-level trends and establish effective strategies to address these areas of deficiencies within the classroom. These assessments include:

- California Standards Test (CST)
- California English Language Development Test (CELDT)
- A Developmental English Proficiency Test (ADEPT)
- Dynamic Indicator of Basic Early Literacy Skills (DIBELS)
- Quarterly District Benchmarks
- Classroom assessments – generally tied to core curricular programs
- Classroom achievement and observations

Clearly, all of Thorpe's 900 students benefit from the data-driven differentiation and targeted interventions facilitated within the classroom to improve student achievement. However, when examining the assessment results, two specific populations of students stood out as the most in need of interventions beyond the core curriculum:

- Students scoring below proficiency on grade-level standards and skills as evidenced on the results from the CST, District Benchmarks, classroom assessments, achievement and observations
- English learners (ELs) who had not yet fulfilled the criteria to become reclassified as fluent English proficient

For students performing below grade level proficiency, several interventions are employed based upon the area(s) in need of remediation. Differentiated instruction includes ELA intervention pull-out programs, such as Peer-Assisted Learning Strategies (PALS), Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), and *Rewards*. Instruction in these programs is provided in small groups for more teacher-student time to detect and address student learning needs. Daily workshop time is used to target students and offer differentiation for ELA and Math. In addition, there is after-school tutoring available to help close the achievement gap for at-risk students.

To facilitate focused instruction to promote mastery of English skills and close the achievement gap, English Learners at each grade level are grouped according to CELDT and ADEPT proficiency levels. They receive rigorous, explicit instruction to improve English language development. Kindergarten students scoring at the beginning level of CELDT are tutored 30 additional minutes a day.

While the growth shown in API and AYP results are certainly commendable, the staff at Thorpe is not content to sit back on past successes. For us, "No child left behind" is not merely a catch phrase. It is our true commitment to further student achievement for all students through focused, data-driven interventions.

3. Communicating Assessment Results:

Assessment results and student achievement are communicated and celebrated in a variety of ways at Thorpe.

Meetings and Mailings: CST results are sent to parents during the summer by the state via the U.S. mail service. However, each fall at Parent Teacher Association (PTA) and English Learner Advisory Council (ELAC) meetings, trainings are provided in English and Spanish on how to understand the results of the CST on the State Testing Accountability Report (STAR). As CELDT and district benchmark scores arrive, PTA and ELAC meetings include training on how to understand these results. The meetings also include training on how to access educational websites, use curricular materials and tips on how to help their children succeed academically. Results from these assessments are also reviewed and discussed during parent-teacher conferences throughout the year. Empowered with this information, parents are well-prepared to support student achievement.

A variety of reports are sent to parents throughout the school year with recent data. Parent progress reports, which include results of current standards-based assessments in reading, writing and mathematics, are distributed regularly. Additional assessment results from the *Accelerated Reader* program are sent home monthly to convey student progress.

Teacher-Student Communication: At the start of each school year, teachers share class-wide achievement results and collaborate with students to set an annual classroom achievement goal. Through teacher-student data chats, students review their individual results and set individual, benchmark and annual goals. Data walls in classrooms, hallways and the office are a constant reminder of Thorpe scholars' success.

School to Community: The principal facilitates the use of the school's website and monthly bulletins to communicate assessment results to parents and the community. Additionally, the monthly School Site Council meetings, where student assessment data are used to drive the decision making process regarding expenditures of categorical funds, are announced and open to the public.

Celebrations and Commendations: Thorpe recognizes student achievement at the beginning of the year and at the end of each trimester at all-school awards assemblies. Parents and community members are invited to attend. Students who score proficient or advanced in English Language Arts and Math or who make significant gains in the CST are acknowledged on bulletin boards throughout the school. These awards and recognitions help provide the children with a positive frame of reference through which they can better understand their own achievement and motivate their future academic success.

4. Sharing Lessons Learned:

Education is a collaborative process, and improving student achievement is a goal shared by all educators. To that end, the staff at Thorpe recognizes and values the importance of sharing the lessons they have learned to advance student achievement with their peers. Thorpe teachers and administrators welcome opportunities to collaborate with teachers across the district. Science, math and language arts

district curriculum specialists often collaborate with Thorpe teachers to improve lesson design and instructional delivery.

Through partnerships with U.C. Irvine and Cal State Fullerton, a number of Thorpe teachers work with local universities in teacher education programs and in designing standards-based curricula and effective instructional strategies. Many Thorpe teachers mentor new and future teachers as master teachers through these same partnerships with the aforementioned local universities as well as the district's BTSA new teacher training program.

The GATE (Gifted and Talented Education) program at Thorpe has been showcased and visited by district, county, state and international educators. To share their knowledge and success with GATE students with other educators, several of Thorpe's GATE teachers have been videotaped teaching differentiated lessons to enhance depth and complexity and have also served as GATE trainers throughout the district. Thorpe teachers have also presented at the California Association of the Gifted (CAG), as well as the Orange County Math and the National Science Foundation Conferences.

The data-driven intervention model, which has served to close the achievement gap and increase the academic success of all students at Thorpe, has begun to be used at many schools within the district. This, along with the extensive past and present collaboration projects with other educators in and out of Santa Ana, is confirmation of the commitment to sharing the vital lessons the staff at Thorpe have learned to improve student achievement. That commitment is not bound by confines of our school yard, but is open to others who share that same commitment for student achievement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The district-adopted, state board of education approved core program materials along with carefully selected supplementary materials utilized to support the curriculum, address the diverse needs of Thorpe's student population. It is through the skillful blending of curriculum, effective instructional strategies and best practices employed to deliver subject matter that has facilitated the consistently improved student achievement from year to year at Thorpe.

Instruction is delivered in whole, small-group and in one-on-one settings in all classrooms. Teachers use a variety of research-based instructional strategies which incorporate multiple responses to support student engagement. Using assessment results to drive instructional decisions, teachers periodically emphasize specific instructional strategies to be employed school-wide to support student achievement in targeted skills and standards. The incorporation of technology as a means of supporting both intervention and enrichment has been motivating and effective for the wide-range of students served at Thorpe: From Special Education to English learner to Gifted and Talented students. To support the expectations for effective and meaningful delivery of instruction as observed through regular walk-throughs, teachers receive written feedback from administration. This feedback highlights the evidence of a multitude of student engagement strategies and instructional procedures identified to sustain rigor in classroom instruction.

The research-based curriculum of SRA's *Open Court Reading* employs explicit instruction to systematically develop reading and language arts skills specific to each grade level in a literature-based program incorporating a variety of genres such as fantasy, realistic fiction, non-fiction and poetry. Language arts instruction is supplemented through *Accelerated Reader* and the district's writing curriculum supported by Thinking Maps © *Write from the Beginning* program. These programs are valuable tools to motivate learning and monitor progress.

SRA's *Carousel of Ideas* is designed to accelerate English Language Development. It covers the five stages of English Language acquisition: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The emphasis is on developing students' cognitive abilities in listening, speaking, reading and writing skills in English through the use of effective strategies for English learners. Students are grouped and taught at their individual proficiency levels for a minimum of 30 minutes daily. Teachers follow the scope and sequence of grammatical forms and functions based on state ELD Standards. Beginning level English Learners in Kindergarten receive an additional 30 minutes of small-group instruction outside the instructional day. Supplementary ELD materials include:

- Kindergarten: Hampton Brown/National Geographic (HBNG)*Vocabulary Builders*
- 1st – 2nd Grade: HBNG *English to a Beat!*
- 3rd – 5th Grade: Okapi's *Explorations*
- K – 5 Beginning CELDT level EL students: Renaissance Learning online program *English in a Flash*

Houghton Mifflin's *California Math* series employs specific research-based instructional strategies to teach grade level math skills. Lessons include concrete, hands-on experiences using manipulatives. Guided practice, problem solving, differentiation and intervention as well as a spiral review are part of the daily lessons. The program offers support for English Learners as well as challenging extensions and investigations for GATE students.

The Science and Social Studies programs utilize hands-on, engaging lessons supported by technology. This includes multi-media presentations and simulated science events. Both programs incorporate differentiated reading and writing strategies by utilizing leveled readers, accessing prior knowledge and frontloading vocabulary for English learners. Through the activities presented in McMillan/McGrawHill *California Science* and Scott Foresman *Social Studies*, students develop problem solving and inquiry skills which are essential in all academic disciplines.

Visual and Performing Arts (VAPA) are integrated into the curriculum starting in Kindergarten. Children learn songs, perform skits and create art projects across all academic disciplines. In third grade, instrumental music is introduced to all students where they are taught to read music and rhythms through learning to play the recorder. In fourth and fifth grades, students may choose to participate in choir, band or orchestra. Instruments are supplied for those children who do not have access to the instrument of their choice. Thorpe musicians proudly perform at concerts for students and parents twice a year.

An engaging and motivating component of the curriculum for both staff and students is the *C.A.T.C.H. P.E.* program. *C.A.T.C.H. P.E.* encourages students to lead a healthy lifestyle through a series of games and activities incorporated into the 200 minutes of physical education taught every two weeks. The program provides instruction in nutrition as well as aerobic conditioning, strength training, and flexibility activities at least twice a week, while also relating physical education to a unit on the human body. This makes the program both personal and relevant to students.

Thorpe participates in the *Network for a Healthy California* and the *California Dairy Council* programs. Both programs promote healthy eating through nutrition education and hands-on classroom activities. These activities center on the creation and consumption of an appetizing vegetable or fruit dish each month. Students learn valuable lessons on healthy living which they are excited to share at home with their families.

2. Reading/English:

Open Court Reading (OCR) is a structured comprehensive reading program of highly effective research-based reading strategies. All students receive two hours of *Open Court* English Language Arts instruction daily. Program components focus on phonemic awareness, phonics and word knowledge, skills and strategies for comprehension and inquiry. The *Accelerated Reader* (AR) online program is used as a supplement to Thorpe's reading curriculum. Students are able to read books at their independent reading level on a daily basis and take a quiz upon completion of their reading. Through AR, reading comprehension is enhanced and progress is monitored. It is a highly motivating program where students set and monitor their progress of individual goals to improve their reading skills.

Support for the core reading and language arts curriculum is facilitated using supplemental components to teach reading standards. Intervention is incorporated within OCR in the form of in-class workshop time. Flexible groupings are used during workshop time based on daily skill assessment and observation. Pull-out intervention takes several forms, but all are driven by data. Results from the California Standards Test (CST), district benchmarks and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as well as classroom assessments and observations assist teachers in determining which standards need to be addressed and which students need extra assistance and instruction. This practice has proven to be a powerful tool in moving students to proficiency.

Additional assistance, instruction and practice for students performing below grade level in reading and language arts is provided in a variety of ways. Students struggling in English acquisition receive 30 minutes of support in reading daily through the *Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS*) program. Those struggling with fluency and comprehension receive assistance through the *Peer-Assisted Learning Strategies (PALS).* Upper grade students at Far Below Basic and Below basic levels on their ELA CST and district benchmark results are supported with *"Language!,"* a state adopted intervention program which focuses on phonemic awareness, fluency, reading comprehension strategies and writing. The goal of this program is to employ targeted, rigorous instruction

to increase reading levels by two years within one year. Upper grade students with Basic level ELA scores on CST receive additional instruction in small groups for 45 minutes using the "*Rewards"* program to improve decoding and reading comprehension skills. Student success is monitored using the results of pre-and post-tests, classroom performance and district benchmark assessments.

3. Mathematics:

The combination of the following elements taught within the scope and sequence of the mathematics program at Thorpe have directly contributed to the marked successes accomplished in virtually closing the achievement gap for all students in that subject area:

- Employing meaningful core curricular and supplementary materials
- Maintaining high expectations
- Incorporating effective, research-based instructional strategies and technology in instruction
- Supporting professional development to enhance learning
- Utilizing powerful interventions

Houghton Mifflin *California Math*, is the research-based program which focuses on different instructional strategies to meet the needs of all students from kindergarten to fifth grade utilized at Thorpe. Each lesson consists of a spiral review (daily routines that include the problem of the day, number sense review and vocabulary), direct instruction, guided practice and independent practice. The technology component is used school-wide to assist teachers in developing lessons in essential math concepts. Student online components, such as extra practice and standards-based games, support student learning at home. The use of manipulatives, a strategy which provides another layer of meaning and relevance to student learning, is a powerful tool which is employed across all grade levels to enhance math instruction at Thorpe.

Mathematics instruction is supported and supplemented in grades 2-5 by an online, research-based, standards-aligned program: Mind Research, *ST Math*. This program engages students independently in standards-aligned learning activities. Mathematical reasoning and conceptual understanding are developed through daily exposure to the program. It has been highly effective and motivating for students to use in setting math skills goals and monitoring their progress.

Thorpe teachers are supported to increase their knowledge of effective instructional strategies to improve student achievement in math through participation in district professional development and university sponsored trainings. They collaborate to monitor student progress on essential grade level math standards based on current student achievement data: CST scores, district benchmark results and classroom observation.

Maintaining high expectations for student achievement is the standard at Thorpe, and no one is left behind. Therefore, when students are not performing at grade level, powerful targeted interventions in and out of the classroom are employed. In the classroom, additional instruction and practice is given on a daily basis. The classroom teacher works with flexible groups of four to six students on a particular skill area. Students may also receive targeted instruction four times a week from an intervention teacher in a small group pull-out program.

4. Additional Curriculum Area:

A key component in Thorpe's school mission is the commitment to create life long learners. A curriculum area which supports that mission by incorporating learning on many levels while also enriching language arts and math skills is the science curriculum.

Thorpe utilizes the state approved, district-adopted Science program, McMillan/McGraw-Hill, *California Science Series.* This program teaches grade-level targeted science skills through a hands-on approach that develops science concepts, facilitates meaningful discussions and enhances higher order thinking skills. This K-5 comprehensive program is aligned with the National Science Education standards. It focuses on developing science concepts and problem solving through inquiry and exploration. Science content is presented in a clear and engaging manner which reinforces reading and writing skills. The technology component of the program offers virtual field trips, mini documentaries and simulated science events. The hands-on component of the program teaches the Scientific Process and invites investigation and inquiry. Units of study include opportunities for quick labs and culminate in projects, presentations, and experiential investigations.

Science concepts are also supported through the English Language Arts *Open Court Reading* expository science selections, as well as exciting field trips and local university science demonstrations. Specialized science vocabulary, the language of the discipline, is also a regular focus of English language development instruction. From kindergarten through fifth grade, students explore life, physical and earth science concepts through a comprehensive, spiraling curriculum which builds upon prior knowledge.

The science curriculum at Thorpe is further supported through a number of teacher-obtained science grants along with partnerships with a local university and private foundation. The additional materials and funds from these grants and partnerships have richly enhanced the science program. They have funded exciting science projects for students across all grade levels. Throughout the year, students can be found participating in a variety of science-inspired activities such as growing vegetable gardens, dissecting a cow's heart, or even creating a human model of the solar system on the playground. These partnerships have also made possible field trips for all grade levels to support the science curriculum. Classes visit tide pools, dig fossils at simulated archeological sites and visit the planetarium. Campus visits by scientists, instructional materials and professional development are some ways Thorpe staff and students have benefited from this collaboration and partnership.

5. Instructional Methods:

The staff at Thorpe holds fast to a strong commitment of providing a rigorous academic program which supports its students as college bound scholars. In order to make this vision a reality and close the achievement gap, the staff at Thorpe have worked diligently to identify educational needs and provide effective, targeted instruction for all students and powerful interventions for at-risk students who are performing below grade-level proficiency and English learners who have not yet reclassified as fluent.

Data-driven differentiation and targeted interventions begin with an analysis of current student achievement data, California Standards Test (CST) scores, district benchmark results, and classroom achievement as seen in work samples and observation. Classroom teachers identify standards and students in need of intervention and offer differentiation for ELA and Math during instructional workshop time each day. A number of additional interventions are employed to provide specific academic assistance as needed. Each of these interventions have made a significant impact on closing the achievement gap. They include:

- Sopris West *Language!:* ELA program taught in small, pull-out groups for students performing far below grade level

- *Rewards:* Short term intervention for students nearing proficiency

- *Systematic Instruction on Phoneme Awareness, Phonics and Sight Words* (SIPPS): Program that provides support in phonemic awareness, decoding skills and fluency

English language learners at each grade level are grouped according to proficiency levels using results from the California English Language Development Test (CELDT) and A Development English

Proficiency Test (ADEPT) data. These students receive rigorous, explicit instruction at their current level through grade level teaming. Kindergarten students who are beginning English learners are tutored for 30 minutes daily before or after school by support staff, in addition to ELD instruction provided in the classroom. Teachers use data to identify at-risk students for after school tutoring. Weekly reports provided by support staff for technology-based, supplemental programs such as *Accelerated Reader* and Mind Research, *ST Math* further assist teachers in identifying areas in need of academic intervention.

Four days a week, selected substitute teachers work with identified students in grades 1-5, using a flexible grouping model to address targeted academic standards in small-group instruction. These intervention teachers work with one or two grade levels and collaborate weekly with teachers at those grade levels to update student progress and identify the focus of upcoming instruction. These instructional methods provide the effective differentiation needed to promote student achievement school-wide and across all subgroups.

6. Professional Development:

The focus of professional development at Thorpe is improving student achievement for all learners. It is guided by the Instructional Leadership Team (ILT) comprised of the principal, assistant principal, and teacher on special assignment (TOSA) and the Instructional Steering Committee (ISC) which is comprised of one teacher of each grade level, the principal and the TOSA.

Professional development time is incorporated within the regularly scheduled weekly modified days. This is a time when teachers participate in meaningful, focused professional development and grade level collaboration. In addition, teachers attend 15 hours of required professional development throughout the year. Currently, professional development focuses on the following research based interventions to support the identified areas of need:

- *Systematic Instruction in Phoneme Awareness, Phonics and Sight Words* (SIPPS)
- *Peer-Assisted Learning Strategies* (PALS)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Student Engagement Strategies
- Strategies to improve English Language Development

As part of the Response to Intervention (RtI) program, first and second grade teachers attend SIPPS, PALS and DIBELs trainings. Based on data, identified at- risk students are grouped according to their needs and receive 30 minutes of daily intervention in phonemic awareness and early literacy skills. These programs have allowed teachers to differentiate instruction and establish flexible grouping based on assessment results. The success of this program allows Thorpe scholars to transition from "learning to read" to "reading to learn."

The on-going focus on student engagement strategies has assisted Thorpe in closing the achievement gap. Teachers are trained in and collaborate on research-based engagement strategies and have identified several strategies to be used school-wide. The continued focus on implementing effective student engagement strategies highlighted in professional development keeps Thorpe moving toward the goal of all students actively engaged in the learning process at all times.

District provided professional development in the following strategies to improve English language development have yielded compellingly positive results in assisting English learner students with rapid language acquisition:

- Specially Designed Academic Instruction in English (SDAIE)

- Guided Language Acquisition Design (GLAD)

- *Focused Approach for English Language Instruction* program from the California Reading & Literature Project (CRLP)

Effectiveness of these trainings is evidenced in improved English Language acquisition as measured by the California English Language Development Test (CELDT) and the closing of the achievement gap as measured by the California Standards Test (CST).

7. School Leadership:

Advancing student achievement is at the core of all decisions made at Jim Thorpe Fundamental School. Therefore, the structure of the leadership allows all stakeholders to participate in the decision-making process to positively influence the school vision of supporting student achievement. The school leadership is comprised of several different committees whose efforts have made possible the consistent success in student achievement:

- The Instructional Leadership Team: The principal and the assistant principal and the teacher on special assignment (TOSA) meet weekly to address academic challenges and management items.

- The Instructional Steering Committee: Grade level representatives, the TOSA and the principal who meet monthly to identify and take leadership on instructional issues which may be collaborated upon at weekly grade level meetings.

- Grade level chairpersons: These leaders delegate business and procedural issues and meet as needed with their colleagues.

- The School Site Council: Elected teachers, school staff, parents and school principal who meet monthly to review student achievement and vote to direct the use of categorical funds for programs, personnel and materials to improve student achievement.

- English Learner Advisory Committee: Parents of English learners and administrators meet monthly to make recommendations to the School Site Council regarding improving the instructional program for English learners.

- Parent Teacher Association (PTA): Monthly Board planning meetings and general meetings take place for the membership at large about six times per year. PTA expenditures have traditionally supported and augmented the instructional program.

While the collaborative philosophy is at the core of Thorpe's leadership structure, it is the principal who provides the overarching leadership which brings together and facilitates the efforts of the wide-range of leadership committees. She provides the big picture, vision and direction that drive the instructional program, policies and procedures of the school. The principal maintains an open-door policy to parents and staff, regularly visits classrooms and provides thoughtful feedback to teachers on supporting rigorous instruction. She sincerely cares for all students and is interested in what they are learning. It is not uncommon to find her in the classroom engaged in earnest discussion with them.

It is the principal's belief that each student is a unique and precious individual for whom staff has the privilege of providing the best educational opportunities. By combining the efforts of our dedicated teachers with those of our committed parents, the result is a partnership that is most beneficial to our young learners.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and advanced	77	80	64	57	49
Advanced	39	42	22	16	15
Number of students tested	143	139	140	140	137
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and advanced	74	73	65	67	43
Advanced	38	37	20	16	
Number of students tested	97	84	85	82	75
2. African American Students					
Proficient and advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and advanced	74	77	63	53	46
Advanced	37	39	19	11	
Number of students tested	122	116	112	114	116
4. Special Education Students					
Proficient and advanced	33	30		40	33
Advanced	33	20		0	
Number of students tested	12	10	2	10	12
5. English Language Learner Students					
Proficient and advanced	77	76	59	52	38
Advanced	46	38	18	11	
Number of students tested	85	89	76	70	61
6. Asian					
Proficient and advanced	100	93	69	78	
Advanced	67	57	44	39	
Number of students tested	12	14	16	18	9

NOTES: For sub-groups in 2005-06, percent Advanced is not available. Less than 10 white students were tested in Math in second grade.

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 2 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	72	73	72	59	60
Advanced	28	27	26	22	18
Number of students tested	143	139	140	140	137
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	72	65	71	61	49
Advanced	24	21	25	21	
Number of students tested	97	84	85	82	75
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	67	70	70	55	57
Advanced	25	22	21	18	
Number of students tested	122	116	112	114	116
4. Special Education Students					
Proficient and Advanced	33	30		30	33
Advanced	0	10		10	
Number of students tested	12	10	2	10	12
5. English Language Learner Students					
Proficient and Advanced	72	74	67	57	44
Advanced	25	26	18	16	
Number of students tested	85	89	76	70	61
6. Asian					
Proficient and Advanced	100	93	81	78	
Advanced	50	57	44	50	
Number of students tested	12	14	16	18	9

NOTES: For sub-groups in 2005-06, percent Advanced is not available. Less than 10 White children were tested in second grade in ELA.

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: STAR

Edition/Publication Year: Annual Publisher: ESTA

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	81	92	82	72	75
Advanced	54	59	43	37	46
Number of students tested	149	137	140	139	138
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	0	0		
Percent of students alternatively assessed	3	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	77	89	81	71	67
Advanced	47	61	40	37	
Number of students tested	106	88	89	75	91
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	79	90	80	72	70
Advanced	50	59	36	33	
Number of students tested	126	111	116	117	115
4. Special Education Students					
Proficient and Advanced	82			60	43
Advanced	36			20	
Number of students tested	11	8	7	15	14
5. English Language Learner Students					
Proficient and Advanced	82	91	81	72	67
Advanced	51	52	38	29	
Number of students tested	94	86	69	68	73
6. Asian					
Proficient and Advanced	100	100	100	73	93
Advanced	83	69	83	64	
Number of students tested	12	16	18	11	14
NOTES: For sub-groups in 2005-06, percent Advanced is not available.					

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	52	61	50	34	53
Advanced	13	19	11	7	11
Number of students tested	149	137	140	139	138
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	0		
Percent of students alternatively assessed	5	3	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	48	61	45	29	45
Advanced	10	19	9	5	
Number of students tested	106	88	89	75	91
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	50	59	47	30	45
Advanced	13	15	11	5	
Number of students tested	126	111	116	117	115
4. Special Education Students					
Proficient and Advanced	64			27	21
Advanced	46			0	
Number of students tested	11	8	7	15	14
5. English Language Learner Students					
Proficient and Advanced	47	52	39	24	38
Advanced	13	14	4	4	
Number of students tested	91	84	69	68	73
6. Asian					
Proficient and Advanced	75	75	78	55	86
Advanced	17	44	6	9	
Number of students tested	12	16	18	11	14
NOTES: For sub-groups in 2005-06, percent Advanced is not available.					

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	94	82	72	71	59
Advanced	63	53	39	41	30
Number of students tested	135	135	137	135	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	1	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	97	83	71	66	57
Advanced	64	54	35	35	
Number of students tested	91	80	82	74	76
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	95	79	69	66	55
Advanced	61	46	35	33	
Number of students tested	110	112	116	112	96
4. Special Education Students					
Proficient and Advanced				63	
Advanced				25	
Number of students tested	6	9	8	16	6
5. English Language Learner Students					
Proficient and Advanced	91	84	51	53	48
Advanced	40	54	23	14	
Number of students tested	53	69	39	51	27
6. Asian					
Proficient and Advanced	94	100		93	87
Advanced	88	94		87	
Number of students tested	16	18	9	15	15

NOTES: For sub-groups in 2005-06, percent Advanced is not available. For 2005-06, the white sub-group scored 64% Proficient and Advanced. 14 students were tested.

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	83	65	65	60	54
Advanced	52	35	26	30	24
Number of students tested	135	135	137	135	135
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	0		
Percent of students alternatively assessed	4	1	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	84	63	62	54	51
Advanced	54	28	24	23	
Number of students tested	91	80	82	74	76
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	82	63	62	53	47
Advanced	49	30	25	22	
Number of students tested	110	112	116	112	96
4. Special Education Students					
Proficient and Advanced				25	
Advanced				13	
Number of students tested	6	9	8	16	6
5. English Language Learner Students					
Proficient and Advanced	62	59	33	29	19
Advanced	23	30	3	6	
Number of students tested	50	69	39	49	27
6. Asian					
Proficient and Advanced	81	83		93	87
Advanced	63	67		67	
Number of students tested	16	18	9	15	15

NOTES: For sub-groups in 2005-06, percent Advanced is not available. For 2005-06, the white sub-group was 64% Proficient and Advanced. 14 students were tested.

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	60	63	62	46	63
Advanced	29	27	27	21	24
Number of students tested	136	135	136	134	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	0		
Percent of students alternatively assessed	0	2	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	77	62	57	42	61
Advanced	28	22	24	16	
Number of students tested	94	83	82	72	85
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	69	60	56	37	54
Advanced	22	22	20	15	
Number of students tested	112	116	113	96	97
4. Special Education Students					
Proficient and Advanced		70	27		
Advanced		30	9		
Number of students tested	7	10	11	6	9
5. English Language Learner Students					
Proficient and Advanced	64	43	19	17	29
Advanced	8	5	3	0	
Number of students tested	36	37	31	24	24
6. Asian					
Proficient and Advanced	100	80	93	100	100
Advanced	82	50	71	67	
Number of students tested	17	10	14	15	20
NOTES: For all sub-groups in 2005-06, percent Advanced is not available.					

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: STAR

Edition/Publication Year: Annual Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	67	52	57	46	50
Advanced	30	21	25	21	25
Number of students tested	134	135	136	134	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2			
Percent of students alternatively assessed	1	1			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	65	46	49	43	47
Advanced	25	21	18	10	
Number of students tested	94	83	82	72	85
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	63	49	50	42	42
Advanced	23	19	17	12	
Number of students tested	112	116	113	96	97
4. Special Education Students					
Proficient and Advanced		20	36		
Advanced		10	9		
Number of students tested	7	10	11	6	9
5. English Language Learner Students					
Proficient and Advanced	28	11	6	13	4
Advanced	8	3	7	0	
Number of students tested	36	38	31	24	24
6. Asian					
Proficient and Advanced	94	70	93	87	70
Advanced	65	30	79	47	
Number of students tested	17	10	14	15	20
NOTES: For sub-groups in 2005-06, percent Advanced is not available.					

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	81	80	70	62	62
Proficient and Advanced	47	45	33	29	29
Number of students tested	561	546	553	548	536
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	81	76	69	59	58
Proficient and Advanced	44	44	30	27	
Number of students tested	388	335	338	303	327
2. African American Students					
Proficient and Advanced					
Proficient and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	79	77	67	58	56
Proficient and Advanced	43	41	28	23	
Number of students tested	470	455	457	439	424
4. Special Education Students					
Proficient and Advanced	78	62	47	53	
Proficient and Advanced	31	35	18	19	
Number of students tested	36	37	28	47	41
5. English Language Learner Students					
Proficient and Advanced	82	79	64	59	55
Proficient and Advanced	41	41	23	16	
Number of students tested	341	306	280	279	266
6. Asian					
Proficient and Advanced	98	95	90	86	
Proficient and Advanced	81	71	70	63	
Number of students tested	57	58	57	59	58

NOTES: For all sub-groups in 2005-06, percent Advanced is not available. Calculations unavailable due to small grade level sub-group size. White sub-group: % Proficient and Advanced: 2009-10: 86, 2008-09: 95, 2007-08: 72, 2006-07: 70 % Advanced: 2009-10: 52, 2008-09: 45, 2007-08: 35, 2006-07: 39 Number of students tested: 2009-10: 21, 2008-09: 20, 2007-08: 29, 2006-07: 33 2005-06: 32 (no data available for this year.)

11CA26

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient and Advanced	68	63	61	50	54
Proficient and Advanced	30	25	22	19	19
Number of students tested	561	546	551	546	536
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	14	8	0	0	0
Percent of students alternatively assessed	3	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	67	59	57	54	48
Proficient and Advanced	27	22	19	15	
Number of students tested	388	335	338	309	327
2. African American Students					
Proficient and Advanced					
Proficient and Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient and Advanced	65	60	57	45	48
Proficient and Advanced	27	22	19	14	
Number of students tested	470	455	457	439	424
4. Special Education Students					
Proficient and Advanced	56	41	36	30	
Proficient and Advanced	33	22	11	9	
Number of students tested	36	37	28	47	41
5. English Language Learner Students					
Proficient and Advanced	63	69	51	41	44
Proficient and Advanced	18	20	8	8	
Number of students tested	341	306	280	279	216
6. Asian					
Proficient and Advanced	88	81	83	80	
Proficient and Advanced	51	52	40	46	
Number of students tested	57	58	57	59	58

NOTES: For all sub-groups in 2005-06, percent Advanced is not available. Calculations unavailable due to small grade level sub-group size. White sub-group: % Proficient plus Advanced: 2009-10: 67, 2008-09: 60, 2007-08: 79, 2006-07: 64 % Advanced: 2009-10: 38 , 2008-09: 25, 2007-08: 31, 2006-07: 30 Number of students tested: 2009-10: 21, 2008-09: 20, 2007-08: 29, 2006-07: 33 2005-06: 32 (no data available)

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